

Mt. San Antonio College

Student Learning Outcomes Plan

Addendum

Adopted by Academic Senate October 1 2019

Introduction

The Academic Senate's Resolution 2008-04 directs the Student Learning Outcomes Committee (SLOC) to propose a plan and a timeline to help guide faculty in the creation of course-level Student Learning Outcomes (SLOs). The purpose of this resolution is to respond to both internal and external conditions affecting the use of SLOs at Mt. San Antonio College (Mt. SAC). The college's new mission statement, "to support [students] in achieving their personal, educational, and career goals in an environment of academic excellence," is our overriding impetus.

The process of developing and measuring SLOs must remain the responsibility of faculty. We also believe, however, that the best planning occurs when we encourage and support appropriate input from all college constituencies (i.e., managers and classified). Through this collaboration, we become a more efficient and effective team. Because the SLO process provides a context for the assessment and improvement of student learning, it is also an integral element of institutional planning at Mt. SAC. Within this context, the foundation of department planning comprises clearly articulated goals related to the improvement of student learning as well as the delivery of unit services. The planning process allows for documentation of efforts related to these goals, to improve our institutional effectiveness, and is essential to the thoughtful use of our complex resources.

The purpose of this addendum is to plan the ongoing work needed to make SLOs an integral part of the planning process. The Course-Level Student Learning Outcomes Plan (<http://www.mtsac.edu/administration/senates/academic/documents/SLOPlan.pdf>) adopted by the Academic Senate in Spring 2008 was the institution's first step toward developing course-level SLOs. As an institution, we now need to plan for the ongoing assessment and evaluation of these course-level SLOs, as well as the development and assessment of SLOs for degrees and certificates. The timeline (*see table on page 2*) illustrates that student learning outcomes are a priority of the institution and sets goals that will encourage the use of SLOs in planning.

Academic Senate Resolution #2008-12 dissolved the SLOC and the General Outcomes Committee (GEOC) and formed a merged committee called the Outcomes Committee (OC). The OC believes that this plan, while ambitious, is necessary in order to adhere to the fundamental drive behind the SLO process, which is the improvement of student learning. SLOs, whether course-level or attached to a degree or certificate, are statements that characterize the skills and knowledge that a student will attain through taking this course or by completing the degree or certificate. Faculty do assessment and evaluation of student learning on a regular basis in their classrooms and this plan provides documentation of that work.

The Outcomes Committee recognizes that this plan contains some deadlines, but, as always, planning resides at the department level and division level with continuous faculty input. As with any planning document, small changes are expected. Large changes in the plan must be reviewed first by the Curriculum and Instruction Council, with final approval by the Academic Senate.

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		June 2009	Dec. 2009	June 2010	Dec. 2010	June 2011	Dec. 2011	June 2012	Dec. 2012	June 2013
1.	Active courses will have at least two (2) SLOs with means of assessment and criteria for success.	75% 25%	100%							
2.	Active courses will have at least one (1) course-level SLO that will have completed one (1) evaluation cycle through Use of Results/Action Plan.				50% 50%		75%		100%	
3.	Active courses will have at least two (2) course-level SLOs that will have completed one (1) evaluation cycle through Use of Results/Action Plan			25%	75%			75%		100%
4.	Active degrees and certificates will have at least one (1) SLO with means of assessment and criteria for success.		25%	50%	50%			100%		
5.	Active degrees and certificates will have at least one (1) degree/certificate level SLO that will have completed one (1) evaluation cycle (through Column 5).	25%		25%	75%			75%	100%	
6.	Course-level SLOs will be mapped to GEOs, degrees and certificates.			50%				100%		